CHINESE LANGUAGE AND CULTURE NINE-YEAR PROGRAM (GRADE 4 TO GRADE 12)

The Chinese Language and Culture Nine-Year Program (Grade 4 to Grade 12) is intended for students who are beginning their study of Chinese language and culture in Grade 4.

RATIONALE

Rationale for Learning Chinese

The value for Canadian society as a whole of learning the Chinese★ language is significant and can be summarized as follows:

- increased awareness of and sensitivity to cultural and linguistic diversity
- improved potential in the Canadian and global marketplace and workplace
- enhanced role in the international community.

Apart from the common advantages related to the learning of an international language, the learning of Chinese permits an insight into the rich and varied cultures developed in the Chinese-speaking world and bestows more opportunity to communicate directly with its people. The learning of Chinese, as any other language, develops awareness of and sensitivity to cultural and linguistic diversity. In addition to preserving identity, it is also a means of cultural ...nt and is the best means of fostering ...nding and respect among peoples and ...s. Furthermore, it gives the opportunity to question and challenge one's own

cultural assumptions, values and perspectives and contribute positively to society. These are benefits that can be gained by all students of Chinese, regardless of their backgrounds or heritage.

For those students who already have some knowledge of the Chinese language or a family connection to the culture, learning Chinese offers an opportunity to renew contact with their language and culture. For some, it may contribute to maintaining and developing literacy.

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize, to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

In today's global world, the knowledge of a second language and culture in general, and Chinese in particular, is an economic advantage for the individual, providing language skills that enable people to communicate and interact effectively in the global society.

★ is also commonly referred to as: Guoyu, Hanyu, Huayu, Mandarin, Putonghua, Zhongwen.

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The following [ ] have guided the development of the Chinese Language and Culture Nine-Year Program (Grade 4 to Grade 12).

- Language is communication.
- All students can be successful language and culture learners, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Chinese as a second language enhances the student's primary language as well as cognitive development and knowledge acquisition. This is true of children who come to the class with some knowledge of Chinese and develop literacy skills in that language. It is also true for children who have no knowledge of Chinese and who are learning it as a second or additional language.

EFFECTIVE LANGUAGE LEARNING

The following are some **general principles** of effective language learning that the research on second language learning and acquisition has identified. These principles have guided the development of the conceptual model used in this program of studies.

Focus on Meaning

Language learning is more effective when classes are structured around meaningful tasks rather than around elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a topic or carrying out a project (e.g., creating a family album). Specific language skills are taught when students realize that they need specific vocabulary, structures or functions in order to accomplish a specific task; when language learning has a purpose, students are more highly motivated.

age more effectively when they have ample opportunity to work in small groups on tasks which they have had a hand in choosing, and which require them to negotiate meaning (that is, make themselves understood and work to understand others) with their fellow students.

Focus on Strategies

Successful language learners use a number of strategies that help make their learning more effective. These language learning strategies are often categorized as cognitive, metacognitive and social/affective. An important subcategory of language learning strategies is language use strategies. These include strategies used regularly by speakers of any language to enhance communication. But they also include repair and compensation strategies, which are particularly important in the early stages of language learning if students are to engage in communicative activities before they have extensive knowledge of the language.

Not all students acquire these strategies on their own. Most of them will benefit from explicit classroom instruction regarding language learning and language use strategies provided alongside instruction in the language itself. Once students are consciously aware of the strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that we learn by integrating new information or experiences into what we already know and have experienced. We do this most effectively through active engagement with realistic tasks in authentic contexts using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the

areas of experience of students. For example, if students are involved and interested in a particular activity or topic, a task can be chosen that links with this interest. The learning activities will build on their knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students will come to their Chinese language learning experience with different prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities, which provide them with choice and flexibility, allow each student to make meaningful connections and to be actively involved in constructing their own learning.

Transfer

In addition to knowledge of content, students will come to their Chinese class with a large body of useful knowledge about language, even if they have never spoken a word of Chinese. They can transfer knowledge of their first language and other languages they know or are learning to their learning of the new language. Students benefit from an awareness of differences as well as similarities in relation to any component of the language; e.g., grammatical structures, vocabulary, discourse features. They may also transfer language learning and language use strategies from one language context to another.

Language Learning and Culture

Intercultural competence is an essential element of any language learning endeavour. Knowledge of Chinese culture alone is not sufficient. Cultures evolve over time. If students develop the skills to analyze, understand for themselves and relate to any culture they may come in contact with, they will be prepared for encounters with cultural practices which have not been dealt with in class.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

THE CONCEPTUAL MODEL

The aim of the Chinese Language and Culture Nine-Year Program (Grade 4 to Grade 12) is the development of communicative competence in Chinese.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used.

Global Citizenship aims to develop intercultural competence with a particular focus on Chinese culture.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications, experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened each time a point is revisited.
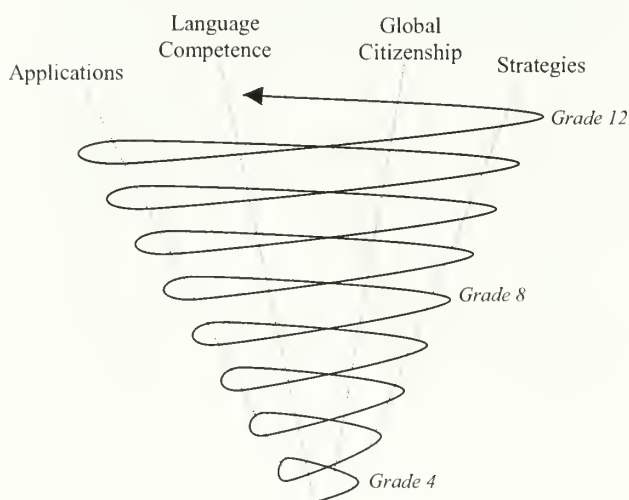
ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the Chinese Language and Culture Nine-Year Program (Grade 4 to Grade 12) and are based on the conceptual model outlined above.

Applications [A]
- Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will use Chinese **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]
- Students will know and use strategies to maximize **effectiveness** of learning and communication.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. Therefore, in most classroom activities, a number of outcomes will be dealt with simultaneously and in an integrated manner.

The specific outcomes are categorized under cluster headings which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for the acquisition of related, but more sophisticated linguistic elements in order to broaden and deepen the language experiences of students.

General Outcomes

Applications
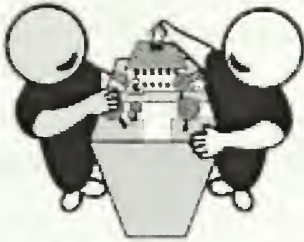
General Outcome: Students will use Chinese in a variety of **situations** and for a variety of **purposes**.
- to receive and impart information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

Language Competence

General Outcome: Students will use Chinese **effectively** and **competently**.
- attend to form
- interpret and produce oral texts
- interpret and produce written and visual texts
- apply knowledge of the sociocultural context
- apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship
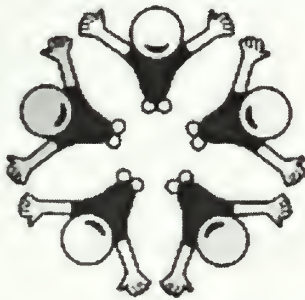
General Outcome: Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.
- historical and contemporary elements of Chinese culture
- appreciating diversity
- personal and career opportunities

Strategies

General Outcome: Students will know and use strategies to maximize the **effectiveness** of learning and communication.
- language learning
- language use
- general learning

Guide to Reading the Program of Studies

> **General Outcome for Language Competence**
> Students will use Chinese **effectively** and **competently**.

cluster heading for specific outcomes →

LC–2   interpret and produce oral texts

		Grade 4	Grade 5	Grade 6
		Students will be able to:		
LC–2.1 aural interpretation		a. understand simple sentences in guided situations	a. understand short, simple texts in guided situations	a. understand short, simple texts in guided and unguided situations
LC–2.2 oral production		a. produce simple words and phrases in guided situations	a. produce simple sentences in guided situations	a. produce short, simple texts in guided situations
LC–2.3 interactive fluency		a. engage in simple interactions, using short simple phrases	a. engage in simple interactions, using simple sentences	a. engage in simple interactions

read each page vertically for outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade
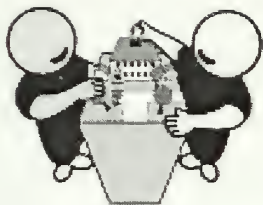
Applications

to express emotions
and personal perspectives

to receive and
impart information

to get things done

**Students will use Chinese in a variety of
situations and for a variety of purposes.**

to form, maintain and change
interpersonal relationships

for imaginative purposes
and personal enjoyment

to extend their
knowledge of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by strand headings at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways; e.g., "This is a dog." As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the second language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the application outcomes must be read in conjunction with the language competence outcomes.

A–1   to receive and impart information

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
A–1.1 share factual information	a. share basic information; e.g., their name b. identify concrete people, places and things	a. ask for and provide information; e.g., time, dates, locations b. respond to simple, predictable questions c. describe people, places and things	a. describe people, places, things and series or sequences of events or actions

A–2   to express emotions and personal perspectives

Students will be able to:

	Grade 4	**Grade 5**	**Grade 6**
A–2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences b. express a personal response; e.g., respond to a song or story	a. identify favourite people, places or things; e.g., words or phrases, characters, illustrations in texts, activities b. express a personal response to a variety of situations	a. inquire about and express likes and dislikes b. record and share thoughts and ideas with others
A–2.2 share emotions, feelings	a. respond to and express basic emotions and feelings; e.g., pleasure or happiness	a. identify emotions and feelings; e.g., identify emotions portrayed in texts b. express and respond to a variety of emotions and feelings; e.g., love, sadness, surprise, fear	a. inquire about, record and share personal experiences involving an emotion or feeling; e.g., happiness, anger

General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1   to receive and impart information

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
A–1.1 share factual information	a. provide information on several aspects of a topic; e.g., give a simple report	a. understand and use basic comparisons, and give examples	a. share simple facts about events that took place in the past or that may take place in the future

A–2   to express emotions and personal perspectives

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express agreement and disagreement, approval and disapproval	a. inquire about and express interest and lack of interest, satisfaction and dissatisfaction	a. inquire about and express probability and certainty
A–2.2 share emotions, feelings	a. inquire about and express emotions and feelings in some familiar contexts	a. compare the expression of emotions and feelings in familiar contexts	a. express emotions and feelings in a variety of familiar contexts

General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

	Grade 10	Grade 11	Grade 12
	Students will be able to:		
A–1.1 share factual information	a. ask and answer questions about an informative text read or heard	a. share detailed information on a specific topic; e.g., write a report or biography	a. explain factual information for a variety of audiences

A–2 to express emotions and personal perspectives

Students will be able to:

	Grade 10	Grade 11	Grade 12
A–2.1 share ideas, thoughts, opinions, preferences	a. express and explain preferences	a. express opinions and support their own opinions	a. exchange and compare opinions in a variety of situations
A–2.2 share emotions, feelings	a. compare the expression of emotions and feelings in informal situations	a. explore the expression of strong emotions and feelings in a variety of informal situations; e.g., using role-play	a. analyze and discuss the expression of emotions and feelings in both formal and informal situations

A–3   to get things done

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
A–3.1 guide actions of others	a. indicate basic needs and wants; e.g., using gestures b. give and respond to simple oral instructions and commands c. ask for permission	a. suggest a course of action, and respond to a suggestion b. make and respond to a variety of simple requests c. seek, grant or withhold permission	a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions
A–3.2 state personal actions	a. respond to basic offers, invitations and instructions b. ask or offer to do something	a. indicate choice from among several options b. express a wish or a desire to do something	a. make an offer and an invitation, and respond to offers and invitations made by others in familiar situations b. inquire about and express ability and inability to do something
A–3.3 manage group actions	a. manage turn taking b. encourage other group members to act appropriately	a. ask for help or clarification of what is being said or done in the group b. suggest, initiate or direct action in group activities	a. encourage other group members to participate b. assume a variety of roles and responsibilities in a group c. negotiate in a simple way with peers in small group tasks d. offer a simple explanation or clarification

A–4   to form, maintain and change interpersonal relationships

Students will be able to:

	Grade 4	Grade 5	Grade 6
A–4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance, and introduce themselves c. exchange some basic personal information; e.g., name, age	a. initiate relationships; e.g., invite others to play b. apologize and refuse politely	a. talk about themselves, and respond to the talk of others by showing attention and interest b. make and break social engagements

A–3   to get things done

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
A–3.1 guide actions of others	a. make and respond to suggestions in familiar situations	a. give and respond to simple advice and warnings	a. make and respond to suggestions and requests in informal situations
A–3.2 state personal actions	a. state personal actions in the past, present and future using basic vocabulary and structure	a. accept and decline offers and invitations with simple explanations	a. make a promise and express intention in familiar situations
A–3.3 manage group actions	a. check for agreement and understanding b. express disagreement in an appropriate way	a. express appreciation, enthusiasm, support and respect for contributions of others	a. clarify another group member's contribution

A–4   to form, maintain and change interpersonal relationships

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
A–4.1 manage personal relationships	a. initiate and participate in casual exchanges with classmates	a. use routine means of interpersonal communications	a. give and respond to compliments b. give reasons for actions

A–3   to get things done

	Grade 10	Grade 11	Grade 12
	Students will be able to:		
A–3.1 guide actions of others	a. make and respond to suggestions and requests in formal situations	a. give and follow a complex sequence of instructions; e.g., follow a series of steps to play a game	a. persuade others in familiar situations
A–3.2 state personal actions	a. express possibility in relation to their own actions	a. express personal expectations, hopes, plans and goals	a. speculate on and predict their own future actions
A–3.3 manage group actions	a. take on a leadership role in small-group projects	a. contribute to the assessment of group activities by providing constructive feedback to group members	a. contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures

A–4   to form, maintain and change interpersonal relationships

	Grade 10	Grade 11	Grade 12
	Students will be able to:		
A–4.1 manage personal relationships	a. offer and respond to congratulations b. offer comfort c. express regret	a. make suggestions and clarify misunderstandings to handle conflict situations	a. initiate and participate in social exchanges in formal situations

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
A–5.1 discover and explore	a. investigate the immediate environment	a. investigate the immediate environment b. make and talk about personal observations	a. explore alternative classification systems and criteria for categories b. discuss relationships and patterns
A–5.2 gather and organize information	a. gather simple information b. organize items in different ways	a. sequence items in different ways b. record and share personal knowledge of a topic	a. compare and contrast items in simple ways b. compose questions to guide research c. identify sources of information d. record observations
A–5.3 solve problems	a. experience problem-solving situations in the classroom	a. define a problem, and search for solutions b. choose between alternative solutions	a. understand and use steps in a problem-solving process
A–5.4 explore opinions and values	a. listen attentively to expressed opinions b. respond sensitively to the ideas and products of others	a. make connections between behaviour and values b. recognize differences of opinion	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience

A–5   to extend their knowledge of the world

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
A–5.1 discover and explore	a. ask questions to gain knowledge and clarify understanding	a. explore meaning in a variety of ways	a. explore and express the purpose of what they are doing
A–5.2 gather and organize information	a. gather information from a variety of resources	a. organize and manipulate information	a. gather information, using a prepared format
A–5.3 solve problems	a. describe a problem, then propose solutions	a. generate and evaluate alternative solutions to problems	a. use information collected from various sources to solve problems
A–5.4 explore opinions and values	a. explore how values influence behaviour	a. distinguish fact from opinion	a. provide reasons for their position on an issue

General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–5   to extend their knowledge of the world

	Grade 10	Grade 11	Grade 12
	Students will be able to:		
A–5.1 discover and explore	a. explore connections and gain new insights into familiar topics	a. explore ideas presented in a variety of ways	a. compare their own insights and understanding with those of their classmates
A–5.2 gather and organize information	a. identify key ideas, and summarize	a. synthesize information from several sources b. evaluate the usefulness and reliability of sources	a. organize information to demonstrate relationships of logic
A–5.3 solve problems	a. identify key elements to solve a problem	a. apply problem-solving skills acquired in one situation to other situations	a. apply problem-solving skills to the resolution of real-life problems
A–5.4 explore opinions and values	a. understand the concept of stereotype, and recognize stereotyping in a variety of situations	a. understand the concept of perspective, and examine differing perspectives on an issue	a. explore underlying values in a variety of mass media

A–6   for imaginative purposes and personal enjoyment

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun	a. use the language for fun	a. use the language for fun and to interpret simple humour
A–6.2 creative/aesthetic purposes	a. use the language creatively	a. use the language creatively	a. use the language creatively and for aesthetic purposes
A–6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

A–6   for imaginative purposes and personal enjoyment

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret humour	a. use the language for fun and to interpret and express humour	a. use the language for fun and to interpret and express humour
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes
A–6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6   for imaginative purposes and personal enjoyment
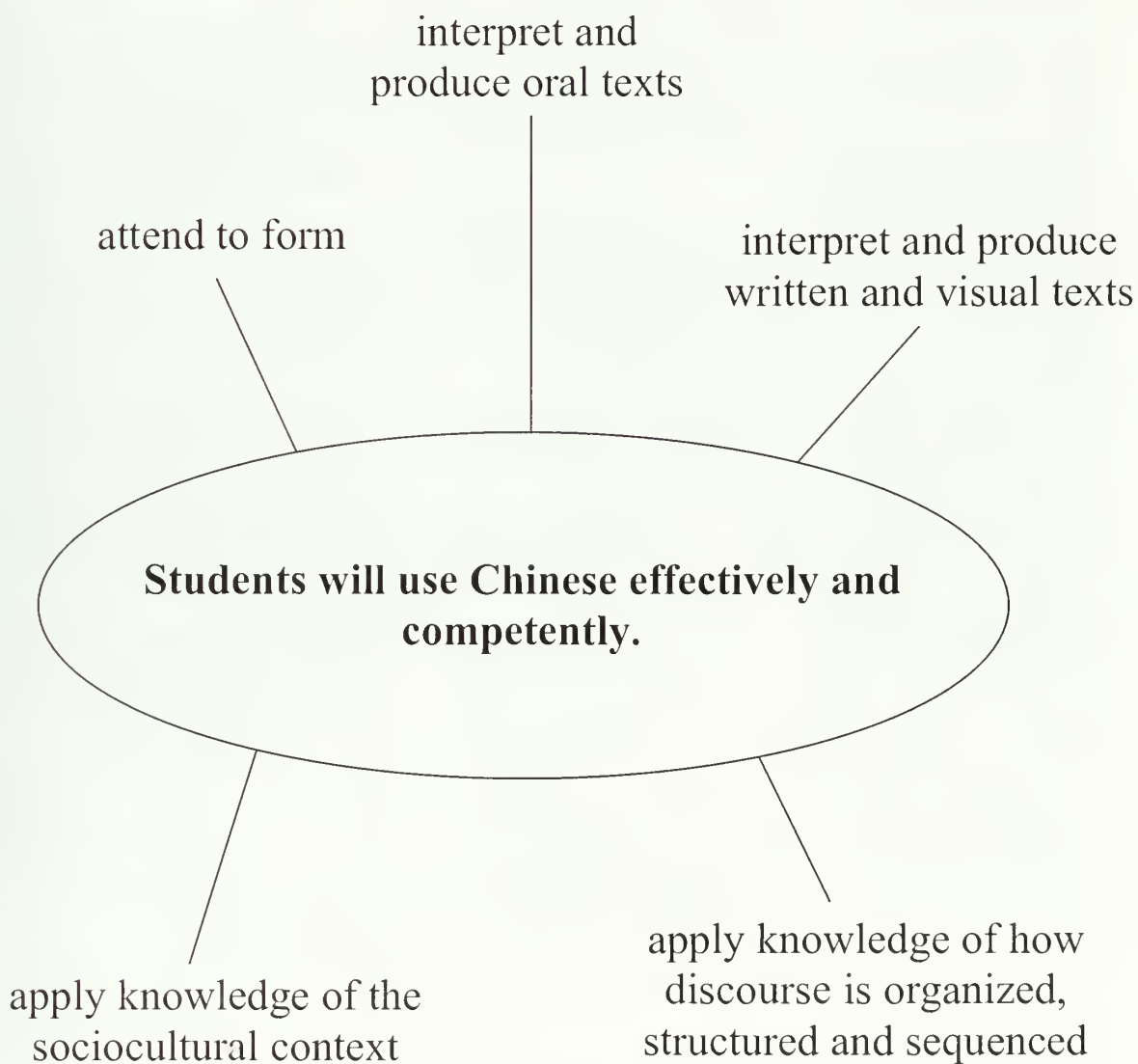
	Grade 10	Grade 11	Grade 12
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret and express humour	a. use the language for fun and to interpret and express humour	a. use the language for fun and to interpret and express humour
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes
A–6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

Language Competence

interpret and
produce oral texts

attend to form

interpret and produce
written and visual texts

Students will use Chinese effectively and competently.

apply knowledge of the
sociocultural context

apply knowledge of how
discourse is organized,
structured and sequenced

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammar (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

	Grade 4	**Grade 5**	**Grade 6**
	Students will be able to:		
LC–1.1 phonology	a. pronounce some simple words and phrases comprehensibly b. use intonation to express meaning c. pronounce some commonly used consonants and vowels* d. recognize the four tones	a. pronounce the most commonly used consonants and vowels b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases c. recognize the neutral tone	a. combine consonants and basic vowels b. recognize some of the effects that intonation and stress have in different situations
LC–1.2 orthography	a. recognize and name some elements of the writing system; e.g., basic names of strokes and radicals b. be aware of simplified and traditional characters	a. copy familiar words, phrases and sentences b. relate radicals to character formation c. recognize stroke order	a. recognize and use some basic conventions of mechanics; e.g., indentation, punctuation b. apply stroke order in forming simplified or traditional characters
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • self (feelings/body parts) • school • family • food • clothing • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • friends • weather • holidays • daily routines • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • hobbies • sports/games (cultural) • pets/animals • any other lexical fields that meet their needs and interests

(continued)

* Consonants and vowels are also referred as initials and finals in the Pinyin system.

(continued)

LC–1 attend to form

Grade 4	Grade 5	Grade 6

Students will be able to:

a. use, in modelled situations,[2] the following grammatical elements: ....

Grade 4	Grade 5	Grade 6
Basic Adjectives	**Auxiliary Verbs**	**Adverbs**
Interrogative words/phrases	－ 会	－ 也
－ 谁？是不是？好不好？	**Basic Adjectives**	－ 都
对不对？	**Expression of Time**	**Auxiliary Verbs**
Imperatives	－ subject + time + verb	－ 会
Measure Words	－ time + subject + verb	－ 可以
－ 个、本	**Imperatives**	**Conjunction**
Negation	**Measure Words**	－ A 还是 B ...
－ 不 + adjective	－ 枝、张	得 **Used After Verb to**
－ 不 + verb	**Modal Particle (语气词)**	**Introduce Complement of**
－ 没有 + noun	－ 吧	**Degree**
Nouns	**Nouns**	**Expression of Time**
Particles for Question	**Positional Adverbs**	－ subject + time + verb
－ 吗、呢	－ 上/下；左/右；前/后	－ time + subject + verb
Possessive Indicator	**Present Tense**	**Future Tense**
－ 的	－ 现在	－ 会
Pronouns	**Pronouns**	**Imperatives**
Simple Sentence Structures	**Stative Verbs**	－ 别 + verb
－ subject + verb + object	－ 他很高。	**Measure Words**
－ subject + verb	－ 我的头发很长。	－ 只
Verbs	**Simple Sentence Structures**	**Past Tense**
	－ subject + verb + object	－ 了
	－ subject + verb	**Positional Adverbs**
	The Use of 在 as a Verb to	**Present Tense**
	Indicate Location	－ 现在
	－ 在 ... place	**The Use of 在 as a Verb to**
	Verbs	**Indicate Location**
		－ 在 ... place
		Simple Sentence Structures
		－ subject + 在 ... place + verb + (object)

(continued)

(side label:) LC–1.4 grammatical elements

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2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

(continued)

LC–1 attend to form

Grade 4	Grade 5	Grade 6

Students will be able to:

b. use, in structured situations, [3] the following grammatical elements: ....

Grade 4	Grade 5	Grade 6
	Basic Adjectives **Imperatives** **Interrogative Words/Phrases** – 谁? 是不是? 好不好? 对不对? **Measure Words** – 个、本 **Negation** – 不 + adjective – 不 + verb – 没有 + noun **Nouns** **Particles for Question** – 吗、呢 **Possessive Indicator** – 的 **Pronouns** **Verbs**	**Auxiliary Verbs** – 会 **Basic Adjectives** **Expression of Time** – subject + time + verb – time + subject + verb **Imperatives** **Measure Words** – 枝、张 **Modal Particle (语气词)** – 吧 **Nouns** **Positional Adverbs** – 上/下；左/右；前/后 **Present Tense** – 现在 **Pronouns** **Simple Sentence Structures** – subject + verb + object – subject + verb **Stative Verbs** – 他很高。 – 我的头发很长。 **The Use of 在 as a Verb to Indicate Location** – 在 … place **Verbs**

(continued)

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3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–1 attend to form

Grade 4	Grade 5	Grade 6

Students will be able to:

c. use, independently and consistently,[3] the following grammatical elements: ....

LC–1.4 grammatical elements

Basic Adjectives
Interrogative Words/Phrases
– 谁？是不是？好不好？
  对不对？
Imperatives
Measure Words
– 个、本
Negation
– 不 + adjective
– 不 + verb
– 没有 + noun
Nouns
Particles for Question
– 吗、呢
Possessive Indicator
– 的
Pronouns
Simple Sentence Structures
– subject + verb + object
– subject + verb
Verbs

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' Chinese language and culture program.

_____

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–1 attend to form

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
LC–1.1 phonology	a. combine consonants and compound vowels b. identify and reproduce some critical sound distinctions that are important for meaning; e.g., tone changes, *bù* and *bú*	a. approximate the pronunciation using all consonants and vowels in the Pinyin system	a. use intonation, stress and rhythm appropriately in familiar situations
LC–1.2 orthography	a. apply some common forming rules of simplified or traditional characters	a. consistently use basic forming patterns in writing familiar simplified or traditional characters and phrases	a. use basic mechanical conventions; e.g., indentation, punctuation
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • community • fashion • family traditions • health and safety (emergency) • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • transportation • entertainment • community service • land and its people • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • helping the environment • leisure • identity/style • special friends • any other lexical fields that meet their needs and interests

(continued)

LC–1 attend to form

Grade 7	Grade 8	Grade 9

Students will be able to:

a. use, in modelled situations,[4] the following grammatical elements: ....

Grade 7	Grade 8	Grade 9
A 和/跟 B 一样 + Adjective – A 和/跟 B 一样 **Adverbs** – 也 – 都 **Bound Expressions** – 虽然 … 但是/可是 – 因为 … 所以 **Comparative Structures** – 最 **得 Used After Verb to Introduce Complement of Degree**; e.g., 说得很好。 **Direct and Indirect Object** （直接宾语、双宾语） – 给; e.g., 他给我一本书。 **Future Tense** – 会 **Imperatives** – 别 + verb; e.g., 别看。	**A 和/跟 B 一样 + Adjective** – A 和/跟 B 一样 **Auxiliary Verbs** – 能 **Bound Expressions** – 不但 … 而且 – … 又 … 又 – 不是 … 就是 **Comparative Structures** – A 比 B + adjective **Direct and Indirect Object** （直接宾语、双宾语） – 给 **Imperatives** – 别 + verb; e.g., 别看。 **Interrogative Forms** – 吗 questions – question word questions 怎么，什么时候，哪年，多少，谁 – affirmative–negative; e.g., adjective + 不 + adjective, verb + 不 + verb **Measure Words**	**Auxiliary Verbs** – 能 **Bound expressions** – 如果 … 就 … – 假如 … 就 … **Comparative Structures** – A 比 B + adjective – A 不比 B + adjective **Interrogative Forms** – 吗 questions – affirmative–negative; e.g., adjective + 不 + adjective, verb + 不 + verb **Measure Words** **Past Tense Indicating Experience** – 过 **Prepositions** – 从 **Present Progressive (Continuous Tense)** – 正在 **Sentence Structures** – subject + time + place + verb + duration + object **The Use of 不 and 没（有）** – 不/没（有）+ verb; e.g., 我不去。 我没（有）去。 我不吃早饭。 我没（有）吃早饭。

(continued)

(side label) LC–1.4 grammatical elements

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4. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

(continued)

LC–1 attend to form

Grade 7	Grade 8	Grade 9
Interrogative Forms — 吗 questions — question word questions 怎么，什么时候，哪年， 多少，谁 — affirmative–negative; e.g., adjective + 不 + adjective, verb + 不 + verb **Measure Words** **Passive Voice** — 被 **Past Tense** — 了 **Positional Adverbs** **Prepositions** — 从 **Simple Sentence Structures** — subject + 在 … place + verb + (object) **Use 的 to Form Adjective** **Phrase**; e.g., 妈妈做的饭。	**Passive Voice** — 被 **Past Tense Indicating** **Experience** — 过 **Prepositions** — 从 **Sentence Structures** — subject + time + place + verb + object; e.g., 我昨天晚上在家看电视。 **Use 的 to Form Adjective** **Phrase**; e.g., 妈妈做的饭。	**Transitional Words** — 可是 — 但是 — 不过

(continued)

(continued)

LC–1 attend to form

Grade 7	Grade 8	Grade 9

Students will be able to:

b. use, in structured situations,[5] the following grammatical elements: ....

LC-1.4 grammatical elements

Grade 7

Adverbs
– 也
– 都
Auxiliary Verbs
– 会
– 可以
Conjunction
– A 还是 B …
得 **Used After Verb to Introduce Complement of Degree**
Expression of Time
– subject + time + verb
– time + subject + verb
Future Tense
– 会
Imperatives
– 别 + verb
Measure Words
Past Tense
– 了
Positional Adverbs
Present Tense
– 现在
Subject +
– 在 … place + verb + (object)
The Use of 在 as a Verb to Indicate Location
– 在 … place

Grade 8

A 和/跟 B 一样 + Adjective
– A 和/跟 B 一样
Adverbs
– 也
– 都
Bound Expressions
– 虽然 … 但是 / 可是
– 因为 … 所以
Direct and Indirect Object （直接宾语、双宾语）
– 給
Future Tense
– 会
Imperatives
– 别 + verb; e.g., 别看。

Grade 9

A 和/跟 B 一样 + Adjective
– A 和/跟 B 一样
Adverbial Modifier
– 得
Auxiliary Verbs
– 能
Bound Expressions
– 不但 … 而且
– … 又 … 又
– 不是 … 就是
得 **Used After Verb to Introduce Complement of Degree**
Direct and Indirect Object （直接宾语、双宾语）
– 給
Imperatives
– 别 + verb；e.g., 别看。
Interrogative Forms
– 吗 questions
– question word questions 怎么，什么时候，哪年，多少，谁
– affirmative–negative; e.g., adjective + 不 + adjective, verb + 不 + verb
Measure Words

(continued)

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5. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–1 attend to form

Grade 7	Grade 8	Grade 9
	Interrogative Forms − 吗 questions − question word questions 怎么，什么时候，哪年， 多少，谁 − affirmative–negative; e.g., adjective + 不 + adjective, verb + 不 + verb **Measure Words** **Passive Voice** − 被 **Past Tense** − 了 **Positional Adverbs** **Prepositions** − 从 **Simple Sentence Structures** − subject + 在 … place + verb + (object) **Use 的 to Form Adjective** **Phrase**; e.g., 妈妈做的饭。	**Passive Voice** − 被 **Past Tense Indicating** **Experience** − 过 **Preposition** − 从 **Sentence Structures** − subject + time + place + verb + object; e.g., 我昨天晚上在家看电视。 **Use 的 to Form Adjective** **Phrase**; e.g., 妈妈做的饭。

(continued)

(continued)

LC–1 attend to form

Grade 7	Grade 8	Grade 9

Students will be able to:

LC–1.4 grammatical elements

c. use, independently and consistently,[6] the following grammatical elements: ....

Grade 7	Grade 8	Grade 9
Auxiliary Verb － 会 **Basic Adjectives** **Modal Particle (语气词)** － 吧 **Expression of Time** － subject + time + verb － time + subject + verb **Imperatives** **Measure Words** － 枝、张 **Nouns** **Positional Adverbs** － 上/下；左/右；前/后 **Present Tense** － 现在 **Pronouns** **Stative Verbs** － 他很高。 － 我的头发很长。 **Simple Sentence Structures** － subject + verb + object － subject + verb **The Use of 在 as a Verb to Indicate Location** － 在 ... place **Verbs**	**Adverbs** － 也 － 都 **Auxiliary Verbs** － 会 － 可以 **Conjunction** － A 还是 B ... 得 **Used After Verb to Introduce Complement of Degree** **Expression of Time** － subject + time + verb － time + subject + verb **Future Tense** － 会 **Imperatives** － 别 + verb **Measure Words** **Past Tense** － 了 **Positional Adverbs** **Present Tense** － 现在 **Simple Sentence Structures** － subject + 在 ... place + verb + (object) **The Use of 在 as a Verb to Indicate Location** － 在 ... place	**A 和/跟 B 一样 + Adjective** － A 和/跟 B 一样 **Adverbs** － 也 － 都 **Bound Expressions** － 虽然 ... 但是 / 可是 － 因为 ... 所以 得 **Used After Verb to Introduce Complement of Degree** **Direct and Indirect Object (直接宾语、双宾语)** － 給 **Future Tense** － 会 **Imperatives** － 别 + verb; e.g., 别看。

(continued)

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6. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

(continued)

LC–1 attend to form

Grade 7	Grade 8	Grade 9
		Interrogative Forms – 吗 questions – question word questions 　怎么，什么时候，哪年， 　多少，谁 – affirmative–negative; 　e.g., adjective + 不 + 　adjective, verb + 不 + verb **Measure Words** **Passive Voice** – 被 **Past Tense** – 了 **Positional Adverbs** **Prepositions** – 从 **Simple Sentence Structures** – subject + 在 … place + 　verb + (object) **Use 的 to Form Adjective** 　**Phrase**; e.g., 　妈妈做的饭。

LC–1.4 grammatical elements

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' Chinese language and culture program.

LC–1 attend to form

	Grade 10	**Grade 11**	**Grade 12**
	Students will be able to:		
LC–1.1 phonology	a. speak clearly and intelligibly in a variety of situations	a. produce the essential sounds, stress, rhythm and intonation patterns of the Chinese language, with rehearsal	a. produce the essential sounds, stress, rhythm and intonation patterns of the Chinese language, with rehearsal
LC–1.2 orthography	a. recognize and correctly write familiar simplified or traditional words; e.g., sight words	a. recognize and correctly write simplified or traditional words used frequently	a. identify components of unfamiliar words/characters and be able to write them down
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • environmental awareness • media • relationships • communication (e-mail) • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • travel • customs and traditions • career options • getting information • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • future plàns (job skills) • responsible citizenship • science and technology • any other lexical fields that meet their needs and interests

(continued)

(continued)

LC–1 attend to form

Grade 10	Grade 11	Grade 12

Students will be able to:

a. use, in modelled situations,[7] the following grammatical elements: ....

<table>
<tr><td>

Adverbs
– 又、再
Adverbial Modifier
– 地
Auxiliary Verbs
– 可以
Bound Expressions
– 一 ... 就 ...
– 除了 ... 以外/之外
– 一边/面 ..., 一边/面 ...
– 如果 ... 就 ...
– 假如 ... 就 ...
Comparative Structures
– A 比 B ...
– ... 更 ...
– ... 比较 ...
– ... 最 ...
– A 不比 B + adjective
– A 没有 B + adjective
**Different Use of "了" to
Indicate New Situation**
我长高了。
Expression of Choice
– 或者 in a statement
– 还是 in a question
Measure Words
The Pattern of 是 ... 的
Sentence Structures
– time + subject + place +
verb + (object)
– subject + time + place +
verb + duration +object

</td><td>

Adverbs
– 就/才
The 把 Construction:
e.g., 把书放回书架上。
Bound Expressions
– 只要 ... 就
– 以为 ... 其实
– 既然 ... 就
**Commonly Used Measure
Words for Frequency**
– 次
– 遍
Expression of Choice
– 或者 in a statement
– 还是 in a question
Measure Words
**Percentage and Fractional
Expressions**
– ... 分之 ...
– ... 其中之 ...
**Sentence Structures for
Emphasis**
– 形/动 + 得 + 要命/要死;
e.g., 今年冬天冷得要命/
要死。

</td><td>

Adverbs
– 就/才
**Additional Comparative
Structure**
– 越 ... 越
The 把 Construction:
e.g., 把书放回书架上。
Bound Expressions
– 既不 ... 又/也不
– 无论 ... 都
– 尽管 ... 但是
– 只有 ... 才
– 除非 ... 才
– 不然 ... 否则
Double Negative
– 非 ... 不可
Pivotal Sentences
– subject + 使/让/叫/令 +
object + verb/adjective

</td></tr>
</table>

*LC–1.4
grammatical elements*

(continued)

(continued)

LC–1 attend to form

Grade 10	Grade 11	Grade 12

Students will be able to:

b. use, in structured situations,[8] the following grammatical elements: ....

LC-1.4
grammatical elements

Grade 10

Auxiliary Verbs
  − 能
Bound Expressions
  − 如果 … 就 …
  − 假如 … 就 …
Measure Words
Past Tense Indicating
  Experience
  − 过
Prepositions
  − 从
Present Progressive
  (Continuous Tense)
  − 正在
Sentence Structures
  − subject + time + place +
    verb + duration + object
Transitional Words
  − 可是
  − 但是
  − 不过
The Use of 不 and 没（有）
  − 不/没（有）+ verb; e.g.,
    我不去。
    我没（有）去。
    我不吃早饭。
    我没（有）吃早饭。

Grade 11

Adverbs
  − 又、再
Adverbial Modifier
  − 地
Auxiliary Verbs
  − 可以
Bound Expressions
  − 一 … 就 …
  − 除了 … 以外/之外
  − 一边/面 …，一边/面 …
  − 如果 … 就 …
  − 假如 … 就 …
Comparative Structures
  − A 比 B …
  − … 更 …
  − … 比较 …
  − … 最 …
  − A 不比 B + adjective
  − A 没有 B + adjective
Different Use of "了" to
  Indicate New Situation
  我长高了。
Expression of Choice
  − 或者 in a statement
  − 还是 in a question
Measure Words
The Pattern of 是 … 的
Sentence Structures
  − time + subject + place +
    verb + (object)
  − subject + time + place +
    verb + duration + object

Grade 12

Bound Expressions
  − 只要 … 就
  − 以为 … 其实
  − 既然 … 就
Commonly Used Measure
  Words for Frequency
  − 次
  − 遍
Expression of Choice
  − 或者 in a statement
  − 还是 in a question
Measure Words
Percentage and Fractional
  Expressions
  − … 分之 …
  − … 其中之 …
Sentence Structures for
  Emphasis
  − 形/动 + 得 + 要命/要死;
    e.g., 今年冬天冷得要命/
    要死。

(continued)

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8. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific
linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will
have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts
with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–1 attend to form

| Grade 10 | Grade 11 | Grade 12 |

Students will be able to:

c. use, independently and consistently,[9] the following grammatical elements: ....

<div style="writing-mode: vertical">**LC–1.4**
grammatical elements</div>

Grade 10

A 和/跟 B 一样 + Adjective
– A 和/跟 B 一样
Adverbial Modifier
– 得
Auxiliary Verb
– 能
Bound Expressions
– 不但 … 而且
– … 又 … 又
– 不是 … 就是
**得 Used After Verb to
    Introduce Complement of
    Degree**
Direct and Indirect Object
    (直接宾语、双宾语)
– 给
Imperatives
– 别 + verb; e.g., 别看
Interrogative Forms
– 吗 questions
– question word questions 怎
    么，什么时候，哪年，
    多少，谁
– affirmative–negative;
    e.g., adjective + 不 +
    adjective, verb + 不 + verb
Measure Words

Grade 11

Auxiliary Verbs
– 能
Bound Expressions
– 如果 … 就 …
– 假如 … 就 …
Comparatives
– A 比 B + adjective
– A 不比 B + adjective
– A 没有 B + adjective
– A 比 B …更 …
– A 比 B …比较…
Interrogative Forms
Measure Words
**Past Tense Indicating
    Experience**
– 过
Prepositions
– 从
**Present Progressive
    (Continuous Tense)**
– 正在
Sentence Structure
– subject + time + place +
    verb + duration + object
Transitional Words
– 可是
– 但是
– 不过

Grade 12

Adverb
– 又、再
Adverbial Modifier
– 地
Auxiliary Verbs
– 可以
Bound Expressions
– 一 … 就 …
– 除了… 以外/之外
– 一边/面…，一边/面 …
– 如果 … 就 …
– 假如 … 就 …
Comparative Structures
– A 比 B …
– … 更 …
– … 比较 …
– … 最 …
**Different Use of " 了 " to
    Indicate New Situation**
    我长高了。
Expression of Choice
– 或者 in a statement
– 还是 in a question
Measure Words
The Pattern of 是 … 的

(continued)

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9. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic
    elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize
    student language.

(continued)

LC–1 attend to form

	Grade 10	Grade 11	Grade 12
LC–1.4 grammatical elements	**Passive Voice** － 被 **Past Tense Indicating Experience** － 过 **Prepositions** － 从 **Sentence Structures** － subject + time + place + verb + object; e.g., 我昨天晚上在家看电视。 **Use 的 to Form Adjective Phrase**; e.g., 妈妈做的饭。	**The Use of 不 and 没（有）** － 不/没（有）+ verb; e.g., 我不去。 我没（有）去。 我不吃早饭。 我没（有）吃早饭。	

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' Chinese language and culture program.

LC–2 interpret and produce oral texts

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
LC–2.1 aural interpretation	a. understand simple sentences in guided situations	a. understand short, simple texts in guided situations	a. understand short, simple texts in guided and unguided situations
LC–2.2 oral production	a. produce simple words and phrases in guided situations	a. produce simple sentences in guided situations	a. produce short, simple texts in guided situations
LC–2.3 interactive fluency	a. engage in simple interactions, using short simple phrases	a. engage in simple interactions, using simple sentences	a. engage in simple interactions

LC–2 interpret and produce oral texts

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
LC–2.1 aural interpretation	a. understand a variety of short, simple texts in guided and unguided situations	a. understand short texts on unfamiliar topics in guided situations	a. understand short texts on unfamiliar topics in guided situations
LC–2.2 oral production	a. produce short, simple texts on various topics in guided situations	a. produce short texts in guided and unguided situations	a. produce a variety of short, simple texts in guided and unguided situations
LC–2.3 interactive fluency	a. engage in short, spontaneous exchanges, with pauses for planning and repair	a. manage short interactions with ease, with pauses for planning and repair	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary

LC–2   interpret and produce oral texts

		Grade 10	Grade 11	Grade 12
		Students will be able to:		
LC–2.1 aural interpretation		a. understand the main point and some supporting details of lengthy texts on familiar topics in guided situations	a. understand the main point and some supporting details of lengthy texts on a variety of familiar topics in guided situations	a. understand a variety of lengthy texts on familiar topics in guided situations
LC–2.2 oral production		a. produce short texts on unfamiliar topics in guided situations	a. produce lengthy texts on familiar topics, providing some details to support the main point, in guided situations	a. produce lengthy texts on a variety of familiar topics, providing some details to support the main point, in guided situations
LC–2.3 interactive fluency		a. manage simple, routine interactions without undue difficulty	a. sustain lengthy interactions comprehensibly, with pauses for planning and repair	a. spontaneously converse on familiar topics, and take part in routine formal discussions

LC–3 interpret and produce written and visual texts

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
LC–3.1 written interpretation	a. recognize and understand simple sentences in guided situations	a. understand short, simple texts in guided situations	a. understand short, simple texts in guided and unguided situations
LC–3.2 written production	a. produce simple words and phrases in guided situations	a. produce simple sentences in guided situations	a. produce short, simple texts in guided situations
LC–3.3 viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	a. derive meaning from the visual elements of a variety of media in guided and unguided situations
LC–3.4 representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

LC–3 interpret and produce written and visual texts

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
LC–3.1 written interpretation	a. understand a variety of short, simple texts in guided and unguided situations	a. understand short, simple texts on unfamiliar topics in guided situations	a. understand short texts on unfamiliar topics in guided situations
LC–3.2 written production	a. produce a variety of short, simple texts in guided situations	a. produce short, simple texts in guided and unguided situations	a. produce a variety of short, simple texts in guided and unguided situations
LC–3.3 viewing	a. derive meaning from the visual elements of a variety of media, in guided and unguided situations	a. derive meaning from a number of visual elements in a variety of media, in guided situations	a. derive meaning from a number of visual elements in a variety of media, in guided and unguided situations
LC–3.4 representing	a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations	a. express meaning through the use of a number of visual elements in a variety of media, in guided situations	a. express meaning through the use of a number of visual elements in a variety of media, in guided and unguided situations

LC–3 interpret and produce written and visual texts

	Grade 10	Grade 11	Grade 12
LC-3.1 written interpretation	a. understand the main point and some supporting details of lengthy texts on familiar topics, in guided situations	a. understand the main point and some supporting details of lengthy texts on a variety of familiar topics, in guided situations	a. understand a variety of lengthy texts on familiar topics, in guided situations
LC-3.2 written production	a. produce short texts on unfamiliar topics in guided situations	a. produce lengthy texts on familiar topics, providing some details to support the main point, in guided situations	a. produce lengthy texts on a variety of familiar topics, providing some details to support the main point, in guided situations
LC-3.3 viewing	a. propose several interpretations of the visual elements of a variety of media in guided situation	a. identify the purposes, intended audiences, messages and points of view of a variety of visual media, in guided situations	a. identify some of the techniques and conventions used in a variety of visual media, in guided and unguided situations
LC-3.4 representing	a. explore a variety of ways that meaning can be expressed through the visual elements of a variety of media, in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided and unguided situations

Students will be able to:

LC–4 apply knowledge of the sociocultural context

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
LC–4.1 register	a. speak at a volume appropriate to classroom situations b. respond to tone of voice	a. distinguish between formal and informal situations b. recognize that some topics, words and intonations are inappropriate in certain contexts	a. experiment with and use informal language in familiar contexts
LC–4.2 idiomatic expressions	a. imitate age-appropriate idiomatic expressions	a. understand and use a variety of simple idiomatic expressions as set phrases	a. use learned idiomatic expressions to enhance communication
LC–4.3 variations in language	a. experience a variety of voices	a. acknowledge and accept individual differences in speech	a. experience a variety of accents, variations in speech and regional variations in language
LC–4.4 social conventions	a. imitate simple, routine social interactions b. use basic social expressions appropriate to the classroom	a. use basic politeness conventions b. use appropriate oral forms of address for people frequently encountered	a. recognize verbal behaviours that are considered impolite b. recognize simple social conventions in informal conversation; e.g., turn taking
LC–4.5 nonverbal communication	a. understand the meaning of and imitate some common nonverbal behaviours used in Chinese culture	a. experiment with using some simple nonverbal means of communication b. recognize that some nonverbal behaviours may be inappropriate in certain contexts	a. use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact

LC–4 apply knowledge of the sociocultural context

		Grade 7	Grade 8	Grade 9
		Students will be able to:		
LC–4.1 register		a. identify socially appropriate language in specific situations	a. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal language in a variety of contexts
LC–4.2 idiomatic expressions		a. use learned idiomatic expressions correctly in new contexts	a. use learned idiomatic expressions in a variety of contexts	a. explore the role of idiomatic expressions in culture
LC–4.3 variations in language		a. recognize some common regional variations in language	a. recognize other influences resulting in variations in language; e.g., age, gender, social class	a. recognize other influences resulting in variations in language; e.g., level of education, occupation
LC–4.4 social conventions		a. recognize important social conventions in everyday interactions; e.g., bowing or shaking hands	a. interpret the use of social conventions encountered in oral and written texts	a. interpret and use important social conventions in interactions
LC–4.5 nonverbal communication		a. use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., interpersonal space and physical contact	a. recognize nonverbal behaviours that are considered impolite; e.g., eye contact, touching, interpersonal space, sounds and noises	a. avoid nonverbal behaviours that are considered impolite; e.g., eye contact, touching, interpersonal space, sounds and noises

LC–4 apply knowledge of the sociocultural context

	Grade 10	Grade 11	Grade 12
	Students will be able to:		
LC–4.1 register	a. explore differences in register between spoken and written texts	a. identify differences in register between spoken and written texts	a. adjust language to suit audience and purpose in familiar situations
LC–4.2 idiomatic expressions	a. be aware of influences on idiomatic expressions; e.g., region, age, occupation	a. interpret unfamiliar idiomatic expressions in a variety of contexts	a. explore and interpret idiomatic expressions in popular, contemporary culture
LC–4.3 variations in language	a. recognize other influences resulting in variations in language; e.g., office held by the speaker, his or her social status, and his or her relationship with others involved in the interaction	a. identify some common regional or other variations in language	a. experiment with some variations in language
LC–4.4 social conventions	a. interpret and use appropriate oral and written forms of address with a variety of audiences	a. use politeness conventions in a variety of contexts; e.g., use suitable language to engage listeners' attention when beginning to speak	a. use politeness conventions in a variety of contexts; e.g., interrupt politely in a conversation
LC–4.5 nonverbal communication	a. recognize a variety of nonverbal communication techniques in a variety of contexts	a. use nonverbal communication techniques in a variety of contexts	a. use nonverbal communication techniques in a variety of contexts

LC–5 apply knowledge of how discourse is organized, structured and sequenced

	Grade 4	Grade 5	Grade 6
LC–5.1 cohesion/ coherence	a. imitate speech that uses simple link words	a. sequence series of events of a simple story b. link words or groups of words in simple ways	a. link several sentences coherently; e.g., on a single theme
LC–5.2 text forms	a. experience a variety of oral text forms b. recognize some simple oral text forms; e.g., formulaic openings and closings of stories	a. recognize some simple oral and written text forms; e.g., lists, letter, stories, songs	a. use some simple text forms in their own productions; e.g., maps, birthday cards, notes, short messages
LC–5.3 patterns of social interaction	a. respond using very simple social interaction patterns; e.g., question–answer, greeting–response	a. initiate interactions, and respond using simple social interaction patterns; e.g., request—acceptance/ nonacceptance	a. use simple conventions to open and close conversations and to manage turn taking

Students will be able to:

LC–5 apply knowledge of how discourse is organized, structured and sequenced

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
LC–5.1 cohesion/ coherence	a. organize texts, using common patterns; e.g., cause and effect, straightforward time sequencing b. interpret simple references within texts; e.g., pronouns, demonstratives	a. organize texts to indicate steps in a procedure or directions to follow b. use common conventions to structure texts; e.g., titles, paragraphs	a. use a variety of conventions to structure texts; e.g., titles, paragraphs, letter forms b. interpret and use references within texts; e.g., pronouns, demonstratives
LC–5.2 text forms	a. recognize a variety of text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals	a. identify the organizational structure of a variety of texts forms; e.g., folk tales, newspaper articles, instructions for a game	a. use a variety of familiar text forms and media in their own productions; e.g., recipes, comic strips, letters, radio or television reports, articles
LC–5.3 patterns of social interaction	a. initiate interactions, and respond using a variety of social interaction patterns; e.g., casual conversations with classmates	a. initiate interactions, and respond using a variety of appropriate social interaction patterns; e.g., routine telephone calls	a. combine simple social interaction patterns to perform transactions and interactions; e.g., invitation– acceptance/refusal with explanation

LC–5 apply knowledge of how discourse is organized, structured and sequenced

		Grade 10	Grade 11	Grade 12
		Students will be able to:		
LC–5.1 cohesion/ coherence		a. interpret texts that use patterns involving time or chronological sequencing	a. use a variety of references within texts; e.g., pronouns, space and time references	a. use appropriate words and phrases to show a variety of relationships within texts; e.g., *however, unless, although*
LC–5.2 text forms		a. use a variety of familiar text forms and media in their own productions; e.g., brochures, advertisements, reports, poetry, stories	a. recognize a variety of extended text forms in a variety of media; e.g., short stories, films, plays, magazine articles	a. understand the way different media and purposes lead to differences in the way texts are organized and presented
LC–5.3 patterns of social interaction		a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., request goods/services	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., suggestion— accept/decline– persuade/negotiate	a. use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions

Global Citizenship
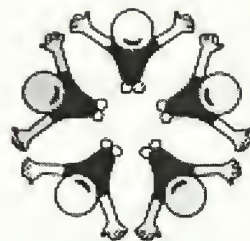
historical and contemporary
elements of Chinese culture

appreciating diversity

**Students will acquire
the knowledge, skills and attitudes
to be effective global citizens.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of Chinese culture," there are strands for accessing/analyzing cultural knowledge, knowledge of the culture, applying cultural knowledge, diversity within the culture and valuing the culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply try to develop a bank of knowledge about the culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "appreciating diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar.

Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

GC–1 historical and contemporary elements of Chinese culture

	Grade 4	Grade 5	Grade 6
Students will be able to:			
GC–1.1 accessing/analyzing cultural knowledge	a. participate in activities and experiences that reflect elements of Chinese culture b. ask questions, using English, about elements of Chinese culture experienced in class	a. make observations of Chinese culture; e.g., as it is portrayed in texts and in the community b. seek out information about Chinese culture from authentic sources; e.g., people	a. compare some elements of Chinese culture with their own; e.g., geography, climate
GC–1.2 knowledge of Chinese culture	a. participate in activities and experiences that reflect elements of Chinese culture	a. participate in activities and experiences that reflect elements of Chinese culture	a. explore some elements of Chinese culture b. identify some things they have in common with people their own age who live in the Chinese culture
GC–1.3 applying cultural knowledge	a. recognize elements of Chinese culture in the classroom	a. recognize and identify elements of Chinese culture in the school and community	a. identify commonalities and differences between Chinese culture and their own b. apply knowledge of Chinese culture to interpret similarities and differences between Chinese culture and their own
GC–1.4 diversity within Chinese culture	a. experience diverse elements of Chinese culture	a. identify some elements that reflect diversity within Chinese culture	a. identify commonalities and differences among diverse groups within Chinese culture
GC–1.5 valuing Chinese culture	a. participate in cultural activities and experiences	a. participate in cultural activities and experiences	a. identify similarities between themselves and people of Chinese culture b. express an interest in finding out about people their own age who speak Chinese

GC–1   historical and contemporary elements of Chinese culture

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. explore and identify some social aspects of Chinese life; e.g., festivals, sports, communities b. formulate questions about elements of Chinese culture; e.g., patterns of behaviour or interaction typical of people their own age	a. identify and use a variety of sources of information to find out about Chinese culture	a. make and test hypotheses about Chinese culture; e.g., all Chinese eat rice b. use basic research skills to find out about Chinese culture
GC–1.2 knowledge of Chinese culture	a. explore some elements of Chinese culture; e.g., everyday ways of life of people their own age	a. explore and identify some elements of Chinese culture; e.g., key historical events and their influence on contemporary ways of life and cultural values	a. explore and identify some elements of Chinese culture; e.g., major current events as a reflection of contemporary ways of life and cultural values
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of Chinese culture to interpret cultural behaviour that is different from their own	a. apply knowledge of elements of Chinese culture in interactions with people and texts; e.g., interpret historical references	a. identify different perspectives on Chinese culture, and speculate on their origins; e.g., identify stereotypes of Chinese culture present in their own community
GC–1.4 diversity within Chinese culture	a. apply knowledge of Chinese culture to interpret similarities and differences among diverse groups within Chinese culture	a. apply knowledge of diverse elements of Chinese culture in interactions with people and texts; e.g., differences based on age and gender, ethnic or religious minorities	a. identify different perspectives on diverse elements of Chinese culture, and speculate on their origins; e.g., stereotypes within Chinese culture
GC–1.5 valuing Chinese culture	a. express empathy for those whose cultural behaviour is different from their own	a. choose to participate in and contribute to activities and experiences that reflect Chinese culture	a. examine their own perception of Chinese language and culture, including stereotypes

GC–1   historical and contemporary elements of Chinese culture

		Grade 10	**Grade 11**	**Grade 12**
		Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge		a. organize and represent information about elements of Chinese culture in a variety of ways	a. analyze information about elements of Chinese culture	a. evaluate sources of information on Chinese culture; e.g., the media
GC–1.2 knowledge of Chinese culture		a. explore and identify some elements of Chinese culture; e.g., cultural values, attitudes and interests of people their own age in Chinese culture	a. explore and identify elements of Chinese culture; e.g., emblems and markers of national identity and their influence on contemporary ways of life and on cultural values	a. identify and analyze some elements of Chinese culture; e.g., social and political institutions and their influence on contemporary ways of life and on cultural values
GC–1.3 applying cultural knowledge		a. apply knowledge of elements of Chinese culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of elements of Chinese culture to enhance interpersonal relations in familiar contexts and to interpret texts	a. apply knowledge of elements of Chinese culture to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., the meaning of culturally significant terms in authentic texts
GC–1.4 diversity within Chinese culture		a. apply knowledge of diverse elements of Chinese culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of diverse elements of Chinese culture to enhance interpersonal relations in familiar contexts and to interpret texts; e.g., different social classes	a. apply knowledge of diverse elements of Chinese culture to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., the role of minorities
GC–1.5 valuing Chinese culture		a. seek out and use opportunities to enter into contact with members of Chinese culture; e.g., exchange letters with a pen pal	a. seek out and use opportunities to enter into contact with individuals from a range of social groups within Chinese culture	a. seek out and use opportunities to enter into contact with individuals from a range of social groups within Chinese culture

GC–2 appreciating diversity

		Grade 4	Grade 5	Grade 6
		Students will be able to:		
GC–2.1 awareness of first language		a. distinguish between their first language and Chinese; e.g., specific words, sounds	a. identify similarities between their first language and Chinese; e.g., basic word order	a. identify similarities and differences between their first language and Chinese; e.g., different social conventions
GC–2.2 general language knowledge		a. explore the variety of languages spoken by those around them b. identify similarities among words from different languages within their personal experience	a. identify differences and similarities among writing systems from different languages within their personal experience	a. recognize that in any language there are different words for the same thing
GC–2.3 awareness of own culture		a. explore similarities between their own culture and other cultures	a. recognize similarities between their own culture and other cultures b. make connections between individuals or situations in texts and their own personal experiences	a. recognize and identify similarities and differences between their own culture and other cultures; e.g., occupations, seasonal activities
GC–2.4 general cultural knowledge		a. participate in activities and experiences that reflect elements of different cultures	a. recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community b. recognize that culture is expressed through a variety of forms	a. recognize that speakers of the same language may come from different cultural backgrounds b. recognize some of the factors that affect the culture of a particular region; e.g., geography, climate
GC–2.5 valuing diversity		a. work and play with others who are different	a. demonstrate curiosity about other languages and cultures	a. engage in activities that reflect other ways of doing things or other perspectives
GC–2.6 intercultural skills		a. adapt to new situations	a. listen with attention to the opinions of others from different cultural backgrounds b. initiate and maintain new relationships; e.g., make a new classmate feel welcome	a. reflect on their actions and the consequences of their actions for others b. explore how their perspective is shaped by a variety of factors

GC–2 appreciating diversity

		Grade 7	Grade 8	Grade 9
		Students will be able to:		
GC–2.1 awareness of first language		a. compare oral and written aspects of their first language and Chinese; e.g., grammatical structures	a. identify some words in their first language that have been borrowed from Chinese or from other languages	a. identify some regional variations in their first language
GC–2.2 general language knowledge		a. recognize that languages can be grouped into families based on common origins	a. identify how and why languages borrow from one another	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure
GC–2.3 awareness of own culture		a. identify some influences on the development of their personal identity; e.g., cultural conditioning	a. identify shared references and the different connotations attached to them in Chinese culture and in their own culture; e.g., world wars, international stars	a. identify some of the past and present relationships between Chinese culture and their own; e.g., immigration, war
GC–2.4 general cultural knowledge		a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize some of the factors that affect the culture of a particular region; e.g., historical events, significant individuals	a. recognize that different cultures may have different interpretations of texts, cultural practices or products
GC–2.5 valuing diversity		a. engage in activities that reflect other ways of doing things or other perspectives b. identify the limitations of adopting a single perspective	a. recognize and acknowledge different perspectives	a. recognize and acknowledge the value of different perspectives
GC–2.6 intercultural skills		a. explore various strategies for interpersonal communication with people from different cultures	a. explore various strategies for enhancing communication with people from various cultures	a. recognize stereotypical thinking b. identify and use a variety of strategies for enhancing relations with people from different cultures

GC–2 appreciating diversity

	Grade 10	Grade 11	Grade 12
	Students will be able to:		
GC–2.1 awareness of first language	a. identify aspects of their personal style in both speech and writing	a. analyze ways in which their first language and Chinese are similar and different; e.g., text forms	a. analyze ways in which their first language and Chinese are similar and different; e.g., grammatical structures
GC–2.2 general language knowledge	a. describe ways languages evolve over time, and provide reasons for their evolution	a. explore factors that influence the status of languages	a. make generalizations about the systematic nature of language
GC–2.3 awareness of own culture	a. identify ethnocentric elements in texts from their own culture	a. explore ways in which their own culture and other cultures are similar and different	a. analyze ways in which their own culture and other cultures are similar and different
GC–2.4 general cultural knowledge	a. describe some causes of breakdown in communication and of misunderstanding when communicating with people from an unfamiliar culture	a. identify some of the ways that cultures evolve over time	a. identify some of the ways that individuals acquire a cultural identity and are influenced by the dominant culture in their society
GC–2.5 valuing diversity	a. seek out opportunities to interact with people from various cultures that have an interest in Chinese language and culture	a. recognize contributions to human understanding and well-being made by people from a variety of cultures	a. recognize the intrinsic value of cultural and linguistic diversity for themselves and for the global society
GC–2.6 intercultural skills	a. use a variety of strategies for dealing with breakdowns in communication and with misunderstandings when encountering an unfamiliar culture	a. identify ethnocentric perspectives in a text or event, and explain their origins	a. view a situation from more than one perspective b. identify and use a variety of strategies for enhancing contact with people from a different culture

GC–3 personal and career opportunities

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
GC–3.1 Chinese culture and language	a. identify reasons for learning Chinese	a. identify some personal uses they have made of their knowledge of Chinese language and culture	a. identify some places that they could visit where Chinese is spoken
GC–3.2 cultural and linguistic diversity	a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	a. identify some personal uses they have made of their knowledge of different languages and cultures	a. identify some countries where there is significant linguistic and cultural diversity

GC–3 personal and career opportunities

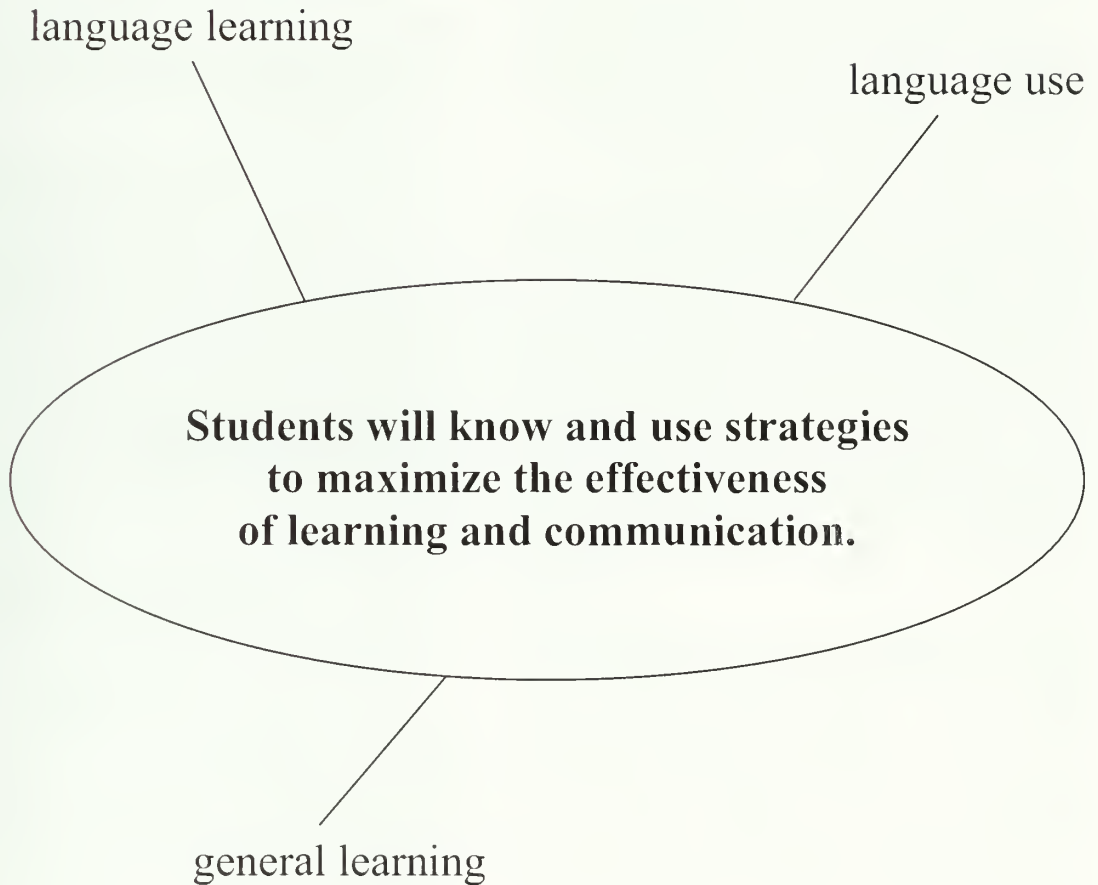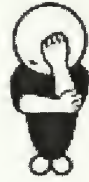|		Grade 7	Grade 8	Grade 9
		Students will be able to:		
GC–3.1 Chinese culture and language		a. identify aspects of the history, literature, arts and crafts of Chinese culture that are of personal interest	a. explore personal reasons for learning Chinese	a. identify some careers that use knowledge of Chinese
GC–3.2 cultural and linguistic diversity		a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest	a. explore personal reasons for learning additional languages and experiencing other cultures	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

	Grade 10	Grade 11	Grade 12
	Students will be able to:		
GC–3.1 Chinese culture and language	a. explore opportunities for further education related to the Chinese language and culture	a. explore careers in which knowledge of the Chinese language and culture can be applied	a. explore applications of the Chinese language and culture in the global marketplace
GC–3.2 cultural and linguistic diversity	a. explore opportunities for further education related to languages and cultures	a. explore careers in which knowledge of an additional language and intercultural skills can be applied	a. explore applications of language and culture learning in the global marketplace

Strategies

language learning

language use

Students will know and use strategies
to maximize the effectiveness
of learning and communication.

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

COMPREHENSIVE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs to practise new vocabulary or sentence patterns, or to learn Pinyin
- imitate sounds, tones and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeatedly write out or say words or phrases in a variety of contexts
- make personal dictionaries
- experiment with various elements of Chinese
- use mental images to remember new information
- group together sets of things—word formation, sentence structure, vocabulary—with similar characteristics
- identify similarities and differences between aspects of Chinese and own language
- look for patterns and relationships (such as grouping radicals)
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Chinese or in own language
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological or other learning aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- take lesson notes and review them
- memorize stroke order and direction of strokes through repetition
- make and use personal flashcards
- use cues given by the teacher to determine the appropriate tone for a specific word

Metacognition
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the Chinese language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Interactive
- use words from first language to get their meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Chinese
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally
- ask for clarification or repetition when you do not understand
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down

- use a simple word similar to the concept to convey, and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct
- use a range of fillers, hesitation and slowing devices and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding
- self-correct if errors lead to misunderstanding

Interpretive
- attend to gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in the text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- focus on parts of a character, such as the radical or sound element, to guess the meaning and/or pronunciation of a word

Productive
- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary or other language structures
- use familiar repetitive patterns to compose oral or written texts (stories, songs, rhymes, familiar classroom routines/phrases/patterns)
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars, teachers
- take notes when reading or listening to assist in producing own text
- proofread and edit the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing
- combine previously learned language elements with new language elements to produce new oral and written texts

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants

- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

S–1   language learning

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs to practise new vocabulary or sentence patterns or to learn Pinyin; imitate sounds, tones and intonation patterns	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries; experiment with various elements of Chinese	a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things—word formation, sentence structure, vocabulary—with similar characteristics; identify similarities and differences between aspects of Chinese and own language
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., make choices about how you learn; reflect on learning tasks with the guidance of the teacher	a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., decide in advance to attend to the learning task; rehearse or role-play language	a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process; check copied writing for accuracy
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text	a. identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning; experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers

S–1   language learning

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
S–1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships; use previously acquired knowledge to facilitate a learning task	a. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in Chinese or in own language	a. select and use a variety of cognitive strategies to enhance language learning; e.g., find information using reference materials like dictionaries, textbooks and grammars; use available technological or other aids to support language learning
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., decide in advance to attend to specific aspects of input; listen or read for key words	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate own performance or comprehension at the end of a task; keep a learning log	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
S–1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises	a. select and use a variety of social and affective strategies to enhance language learning; e.g., use self-talk to feel competent to do the task	a. select and use a variety of social and affective strategies to enhance language learning; e.g., be willing to take risks and try unfamiliar tasks and approaches

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1   language learning

	Grade 10	Grade 11	Grade 12
	Students will be able to:		
S–1.1 cognitive	a. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember	a. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., place new words or expressions in a context to make them easier to remember	a. use appropriate cognitive strategies effectively to enhance language learning in a variety of situations; e.g., use induction to generate rules governing language use; seek opportunities outside of class to practise and observe
S–1.2 metacognitive	a. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., be aware of the potential of learning through direct exposure to the Chinese language; know how strategies may enable coping with texts containing unknown elements	a. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., identify problems that might hinder successful completion of a task, and seek solutions	a. use appropriate metacognitive strategies effectively to enhance language learning in a variety of situations; e.g., monitor own speech and writing to check for persistent errors
S–1.3 social/affective	a. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate	a. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., reduce anxiety by using mental techniques, such as positive self-talk or humour	a. use appropriate social and affective strategies effectively to enhance language learning in a variety of situations; e.g., work with others to solve problems and get feedback on tasks

S–2   language use

		Grade 4		Grade 5		Grade 6
		Students will be able to:				
S–2.1 interactive	a.	use simple interactive strategies, with guidance, to enhance language use; e.g., interpret and use a variety of nonverbal clues to communicate	a.	use a variety of simple interactive strategies, with guidance, to enhance language use; e.g., ask for clarification or repetition when they do not understand	a.	identify and use a variety of interactive strategies, to enhance language use; e.g., assess feedback from a conversation partner to recognize when a message has not been understood
S–2.2 interpretive	a.	use simple interpretive strategies, with guidance, to enhance language use; e.g., attend to gestures, intonation and visual supports to aid comprehension	a.	use a variety of simple interpretive strategies, with guidance, to enhance language use; e.g., determine the purpose of listening; listen or look for key words	a.	identify and use a variety of interpretive strategies, to enhance language use; e.g., use knowledge of the sound–symbol system to aid reading comprehension
S–2.3 productive	a.	use simple productive strategies, with guidance, to enhance language use; e.g., copy what others say or write; use words visible in the immediate environment	a.	use a variety of simple productive strategies, with guidance, to enhance language use; e.g., use illustrations to provide detail when producing own texts	a.	identify and use a variety of productive strategies, to enhance language use; e.g., use knowledge of sentence patterns to form new sentences

S–2   language use

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
S–2.1 interactive	a. identify and use a variety of interactive strategies, to enhance language use; e.g., start again, using a different tactic, when communication breaks down; use a simple word similar to the concept to convey, and invite correction	a. select and use a variety of interactive strategies, to enhance language use; e.g., invite others into the discussion, ask for confirmation that a form used is correct	a. select and use a variety of interactive strategies, to enhance language use; e.g., use a range of fillers, hesitation and slowing devices and gambits to sustain conversations; use circumlocution to compensate for lack of vocabulary
S–2.2 interpretive	a. identify and use a variety of interpretive strategies, to enhance language use; e.g., infer probable meanings of unknown words or expressions from contextual clues	a. select and use a variety of interpretive strategies, to enhance language use; e.g., prepare questions or a guide to note down information found in the text	a. select and use a variety of interpretive strategies, to enhance language use; e.g., use key content words or discourse markers to follow an extended text
S–2.3 productive	a. identify and use a variety of productive strategies, to enhance language use; e.g., be aware of and use the steps of the writing process	a. select and use a variety of productive strategies, to enhance language use; e.g., use resources to increase vocabulary or other language structures	a. select and use a variety of productive strategies, to enhance language use; e.g., take notes when reading or listening to assist in producing own text

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2   language use

	Grade 10	**Grade 11**	**Grade 12**
	Students will be able to:		
S–2.1 interactive	a. select and use appropriate interactive strategies, to enhance language use in a variety of situations; e.g., repeat part of what someone has said to confirm mutual understanding	a. select and use appropriate interactive strategies, to enhance language use in a variety of situations; e.g., summarize the point reached in a discussion to help focus the talk	a. use appropriate interactive strategies effectively, to enhance language use in a variety of situations; e.g., ask follow-up questions to check for understanding
S–2.2 interpretive	a. select and use appropriate interpretive strategies, to enhance language use in a variety of situations; e.g., reread several times to understand complex ideas	a. select and use appropriate interpretive strategies, to enhance language use in a variety of situations; e.g., summarize information gathered	a. use appropriate interpretive strategies effectively, to enhance language use in a variety of situations; e.g., assess own information needs before listening, viewing or reading
S–2.3 productive	a. select and use appropriate productive strategies, to enhance language use in a variety of situations; e.g., use a variety of resources to correct texts	a. select and use appropriate productive strategies, to enhance language use in a variety of situations; e.g., proofread and edit the final version of a text; apply grammar rules to improve accuracy at the correction stage	a. use appropriate productive strategies effectively, to enhance language use in a variety of situations; e.g., use circumlocution and definition to compensate for gaps in vocabulary

S–3   **general learning**

	Grade 4	Grade 5	Grade 6
	Students will be able to:		
S–3.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., use models	a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., connect what is already known with what is being learned	a. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher	a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., decide in advance to attend to the learning task	a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task
S–3.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning; e.g., seek help from others	a. use simple social and affective strategies, with guidance, to enhance general learning; e.g., participate in cooperative group learning tasks	a. identify and use a variety of social and affective strategies to enhance general learning; e.g., be encouraged to try, even though mistakes might be made

S–3   general learning

	Grade 7	Grade 8	Grade 9
	Students will be able to:		
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use mental images to remember new information	a. select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information	a. select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify own needs and interests	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., manage own physical working environment	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., keep a learning journal, such as a diary or a log
S–3.3 social/affective	a. identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes	a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks	a. select and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3   general learning

	Grade 10	Grade 11	Grade 12
	Students will be able to:		
S–3.1 cognitive	a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., make inferences, identify and justify the evidence on which their inferences are based	a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember	a. use appropriate cognitive strategies effectively to enhance general learning in a variety of situations; e.g., seek information through a network of sources, including libraries, the Internet, individuals and agencies
S–3.2 metacognitive	a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., work with others to monitor their own learning	a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., develop criteria for evaluating their own work	a. use appropriate metacognitive strategies effectively to enhance general learning in a variety of situations; e.g., reflect upon their thinking processes and how they learn
S–3.3 social/affective	a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., take risks, try unfamiliar tasks and approaches	a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., use self-talk to make themselves feel competent to do the task	a. use appropriate social and affective strategies effectively to enhance general learning in a variety of situations; e.g., monitor their level of anxiety about learning tasks, and take measures to lower it if necessary